

Teacher Perceptions of Educator Effectiveness System: Results from the 2nd Annual Teacher Evaluation Survey

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The 2013-2014 school year (SY) was the first year in which Pennsylvania’s new Educator Effectiveness System evaluated teacher performance utilizing multiple measures. The new evaluation system will be fully implemented in 2015-2016, after a three-year gradual roll-out, and teachers will be rated on a composite measure that incorporates classroom observation data, building level scores, and individual impact on student achievement. In 2012-2013, teacher ratings were derived solely from classroom observation data. In 2013-2014, teacher ratings were derived from classroom observation data (85%) and building-level scores (15%).

For the past two years, the Office of Research and Evaluation (ORE) has administered a survey to all School District of Philadelphia (SDP) teachers to gain feedback on the evaluation process and professional growth system at their school during the previous year. The survey was first administered in November 2013, and asked teachers to reflect on their evaluation experience during the 2012-2013 school year, before the multiple measures system went into effect. The second survey, administered in November 2014, asked teachers to reflect on their evaluation experience during the 2013-2014 school year, which was the first year in which multiple measures of evaluation data impacted final ratings. The November 2013 survey received 5,999 teacher responses and the November 2014 survey received 3,594 teacher responses. The purpose of this longitudinal survey is to track changes in teacher perception throughout the implementation of the new evaluation system.

Methods

ORE adapted questions from the *First to the Top Survey for Teachers and Administrators* developed by the Tennessee Consortium for Research, Evaluation, and Development at Vanderbilt University’s Peabody School of Education. Using a 4-point Likert scale ranging from “strongly disagree” to “strongly agree” respondents were asked to indicate their level of agreement with 10 statements regarding their evaluation experience. Additionally, the survey asked teachers if they felt that the feedback they received during their evaluation was more focused on improving their practice, judging their performance, or equally on the two. Educators could also indicate that they received no formal feedback.

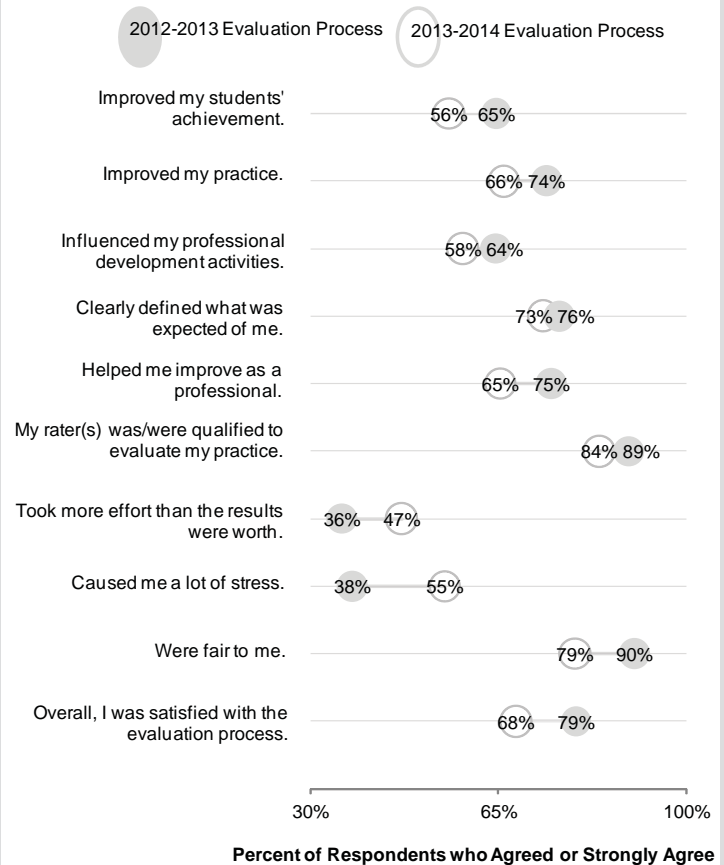
Findings

In comparing feedback from the past two years, respondents rated the 2013-2014 evaluation process less favorably than the 2012-2013 evaluation process across each of 10 areas (Figure 1). Overall, the percent of teachers who were satisfied with the evaluation process decreased by 11 percentage points from 2012-2013 to 2013-2014. From 2012-2013 to 2013-2014, the percent of teachers who felt that the evaluation process caused them a lot of stress and took more effort than the results were worth increased by 17 and 11 percentage points, respectively. The percent of teachers who felt the evaluation process helped them improve as a professional, improved their students’ achievement, and improved their practice decreased by 10, nine and eight percentage points, respectively. The percent of teachers who felt the evaluation process was fair to them and influenced their professional development activities decreased by 11 and six percentage points, respectively, from

Key Findings

- Teachers rated the 2013-2014 evaluation process less favorably than the 2012-2013 evaluation process across all possible categories.
- Overall, the percent of teachers who were satisfied with the evaluation process decreased by 11 percentage points from 2012-2013 to 2013-2014.
- From 2012-2013 to 2013-2014, fewer teachers reported that they did not receive any formal feedback from an evaluator.

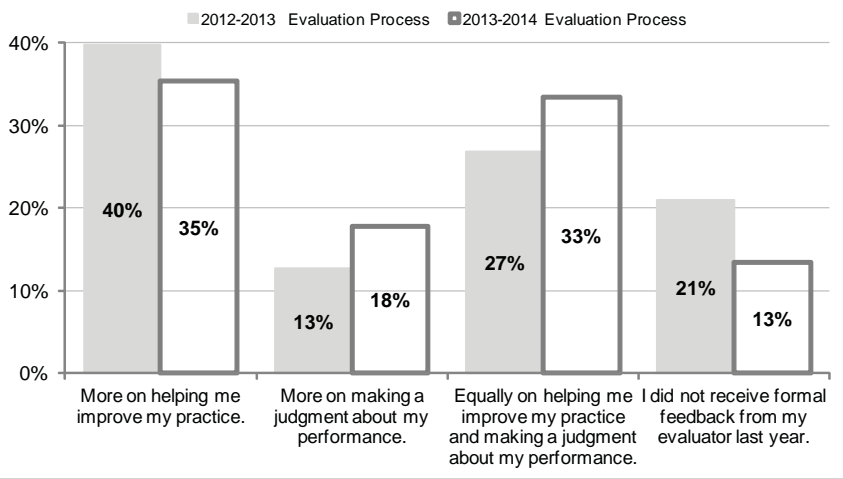
Figure 1. The evaluation process used in your school last year...



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2012-2013 to 2013-2014. The measures that were least changed from 2012-2013 to 2013-2014 were the percentage of teachers who felt that the evaluation process clearly defined what was expected of them (four percentage point decrease) and those who felt that their rater(s) was/were qualified to evaluate their practice (five percentage point decrease).

Figure 2. The feedback I received from my evaluator focused...



ORE also asked respondents to indicate whether they perceived the focus of their evaluation to be on improving their practice, judging their performance, or equally on both (Figure 2). Respondents also could indicate that they received no formal feedback. In both years, the plurality of respondents indicated that the feedback they received from their evaluator focused more on helping improve their practice than on making a judgment about their performance. From 2012-2013 to 2013-2014, the percentage of teachers who felt that feedback was more focused on improving their practice decreased five percentage points, while those who felt that feedback focused more on making a judgment about their performance increased five percentage points. Meanwhile, there was a six percentage point increase from 2012-2013 to 2013-2014 in the percent of teachers who felt that feedback was equally focused on improving their practice and making a judgment about their performance. Finally, 21% of teachers responded that they did not receive formal feedback from their evaluator in 2012-2013, while 13% of teachers responded that they did not receive formal feedback from their evaluator in 2013-2014 - an eight percentage point decrease in teachers who did not receive formal feedback.

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Discussion and Recommendations

The results of two years worth of teacher perception data suggest many areas for improvement throughout the evaluation and professional growth experience. The results may also be indicative of some of the challenges inherent in implementing and adjusting to a new initiative. Interestingly, one of the ten questions that teachers were least likely to agree with was also an area over which the District may have the most control - whether the evaluation process influenced professional development activities. Compared to other questions, such as whether the evaluation process improved student achievement, the ability to more deliberately connect a teacher's evaluation process with appropriately differentiated professional development activities is an area in which the District has the direct ability to add value to the teacher evaluation process.

On a positive note, a higher percent of respondents reported receiving formal feedback during 2013-2014. While the smaller sample size of teachers who were not formally observed as compared to the 2012-2013 sample explain away some of this difference, this also captures the District's effort to train principals and teachers on the new evaluation system and thus reprioritizing the observation process.

These findings will inform additional work as ORE explores how the evaluation process produced positive outcomes for some teachers but not others. The results of this research can inform the District's efforts to move beyond process-orientated training and focus on how principals can use the evaluation process to grow their educators and impact student achievement.

Works Cited

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